



Educator Vacancy June 2021

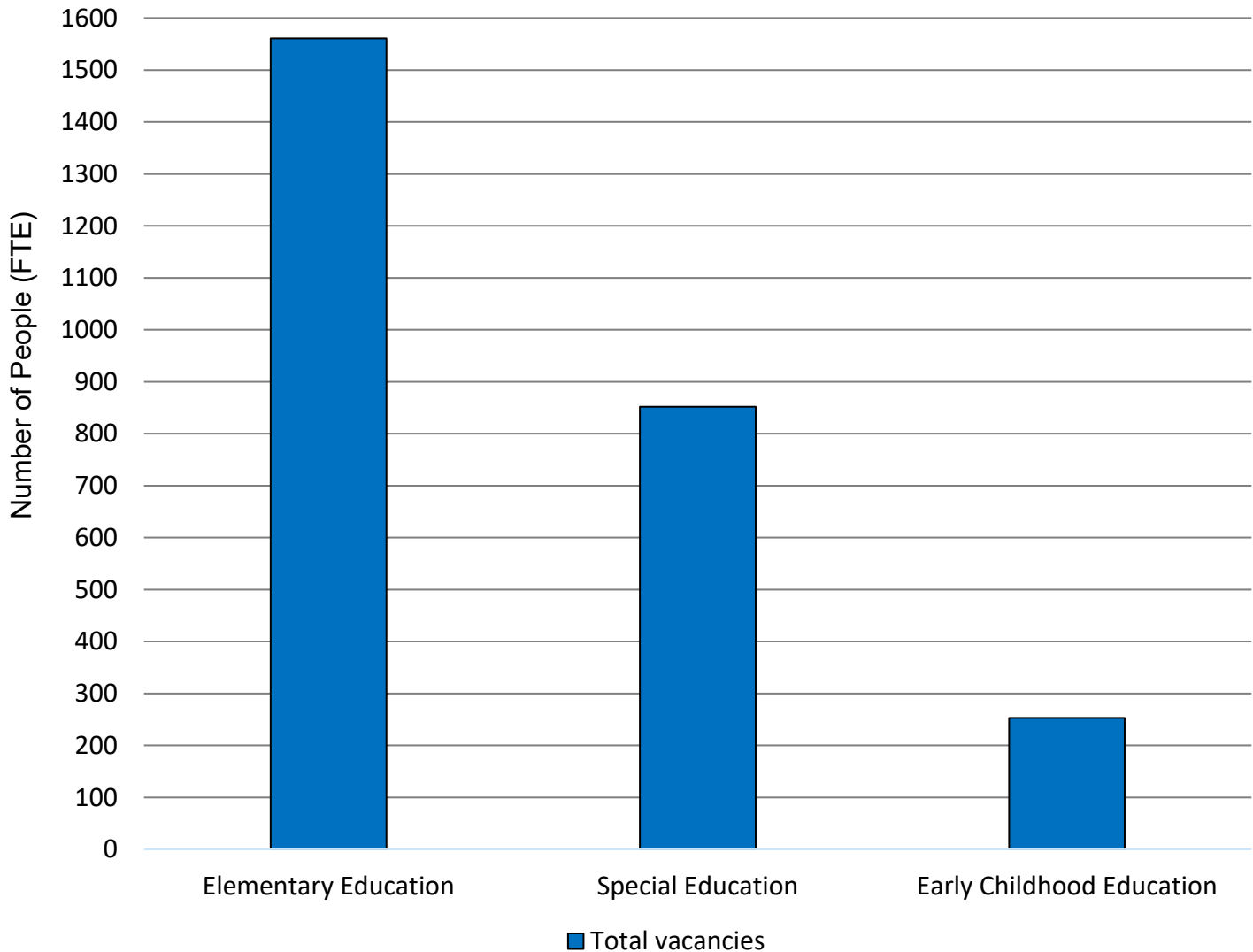
The data presented here was gathered through the Educator Vacancy page (Screen 21) of the Core Data System. This year's data reflects a 66.5% response rate. Those districts who responded this year employ over 52,000 teachers or 72% of the those in the state, and serve over 648,000 students or 73% of Missouri students. Three areas with the largest number of vacancies are Special Education, Elementary Education, and Secondary Math. More important than general areas statewide are those by region. For example the last two columns in the following table list the regions¹ where vacancies were left vacant or filled with less-than-fully (LTF) certified at the highest numbers along with the number of vacancies in that category for the region:

Content Area	LTF Certified	Vacant	LTF Certified	Vacant
Special Education	39.6	15.97	NE7, NW5, SW8, WC8, SC3	C2, NE2
Elementary Education	34	28	KC15	KC7, SE4, SW7, STL8
Secondary Math	16	7	SE4	NE2
Early Childhood Education	15.5	0		
Biology	15.08	1		
Middle School Science	14.5	5	STL1	
Middle School Math	13.75	10	C6	
Physical Education	13.7	6.5		NW3, SC2
Art	13	2	STL1	
Library Media Specialist	11	2.87		
English	10	1	STL1	
Music - Vocal	10	8		WC2
Secondary Social Science	9.5	0		
Business	9	0		
Counselor - Secondary	7.75	1		
Middle School Social Science	6.8	0		
Music - Instrumental	6	5		
Language Arts	6	2		
Earth Science	5.8	2		
Counselor - Elementary	5.75	0.4		
Industrial Technology	5	5		
Early Childhood Special Education	4.1	6		
Special Reading	4	2		
Superintendent	4	0		
World Languages - Spanish	4	3		
Agriculture Education	3	0		
Elementary Principal	2.5	0		
Chemistry	2.13	0		
Family & Consumer Science	2	0		
Technology Education	2	3		
World Languages - Other	2	0		

¹ Regions: C=Central, KC=Kansas City, NE=Northeast, NW=Northwest, SC=South Central, SE=Southeast, SW=Southwest, STL=St. Louis Region, WC=West Central

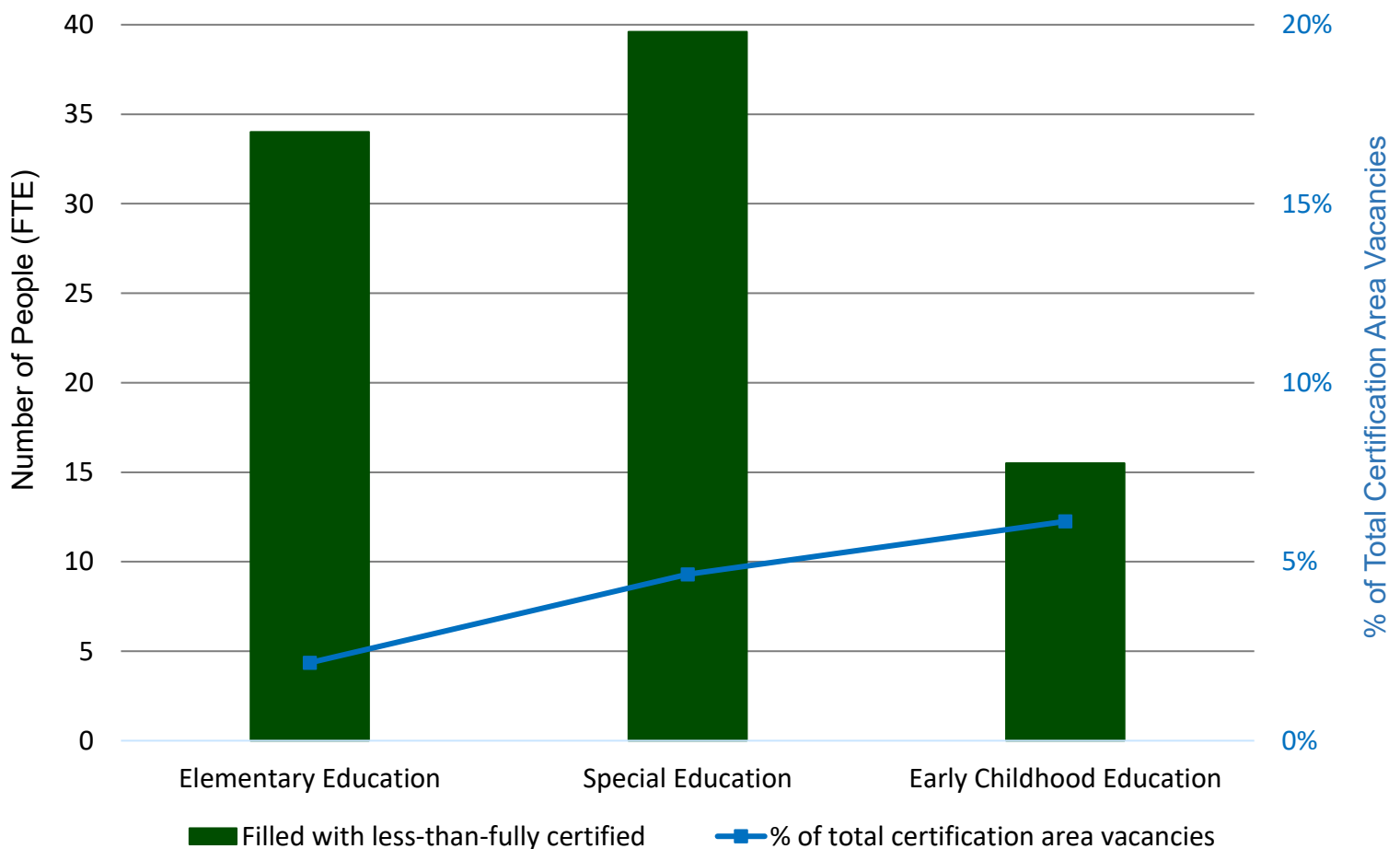
Statewide Total Vacancies

The following graph shows the number of vacancies statewide for the three certification areas with the highest numbers of FTE vacancies in the state. There were 1,561 vacancies in Elementary Education, 851.9 vacancies in Special Education, and 253 vacancies in Early Childhood Education.



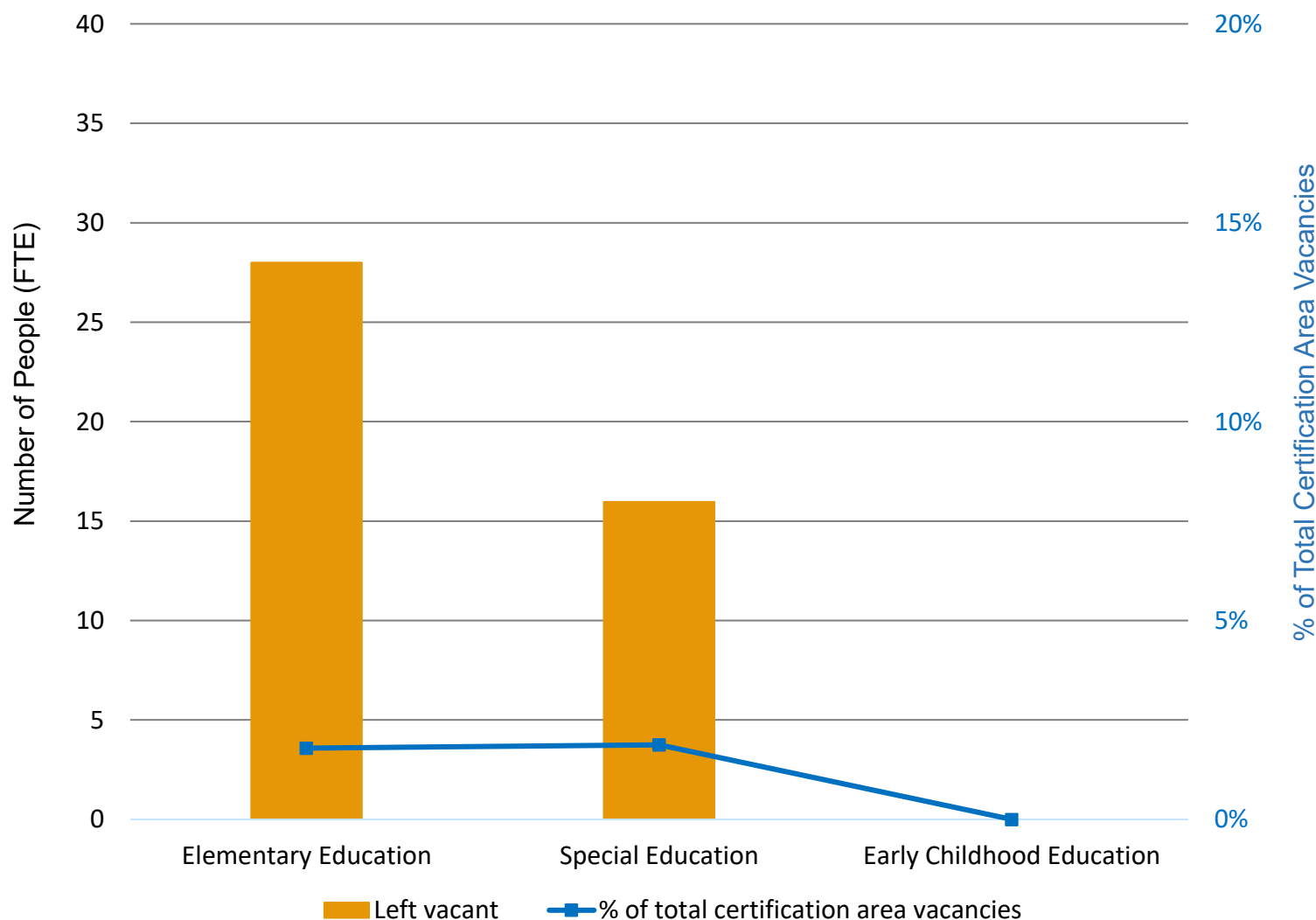
Vacancies Filled with Less-Than-Fully Certified

The green bars on the following graph represent the number of FTE vacancies filled with less-than-fully certified teachers for Elementary Education, Special Education, and Early Childhood Education. The blue line represents the percentage of the total vacancies for each certification area that were filled with less-than-fully certified teachers. For example, of the 1,561 total vacancies in Elementary Education, 34 were filled with less-than-fully certified teachers which is 2.2% of the total 1,561 vacancies in that certification area. The scale for the green bars ranges from 0 to 40 and is on the left and the scale for the blue line percentage ranges from 0% to 20% and is on the right.



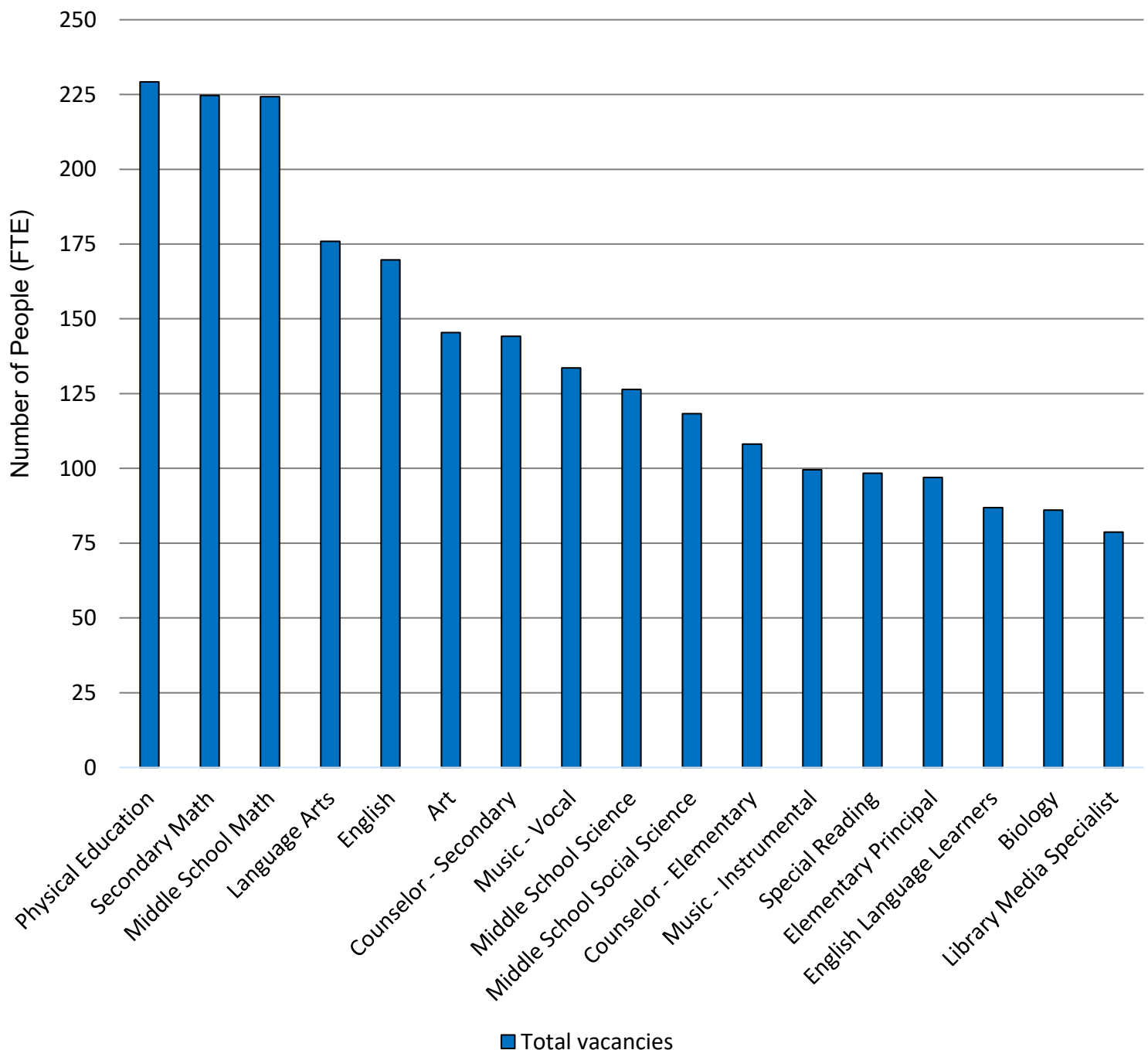
Positions Left Vacant

The yellow bars on the following graph represent the number of FTE vacancies that were left vacant for Elementary Education, Special Education, and Early Childhood Education. The blue line represents the percentage of the total vacancies for each certification area that were left vacant. For example, of the 1,561 total vacancies in Elementary Education, 28 were left vacant which is 1.8% of the total 1,561 vacancies in that certification area. The scale for the yellow bars ranges from 0 to 40 and is on the left and the scale for the blue line percentage ranges from 0% to 20% and is on the right.



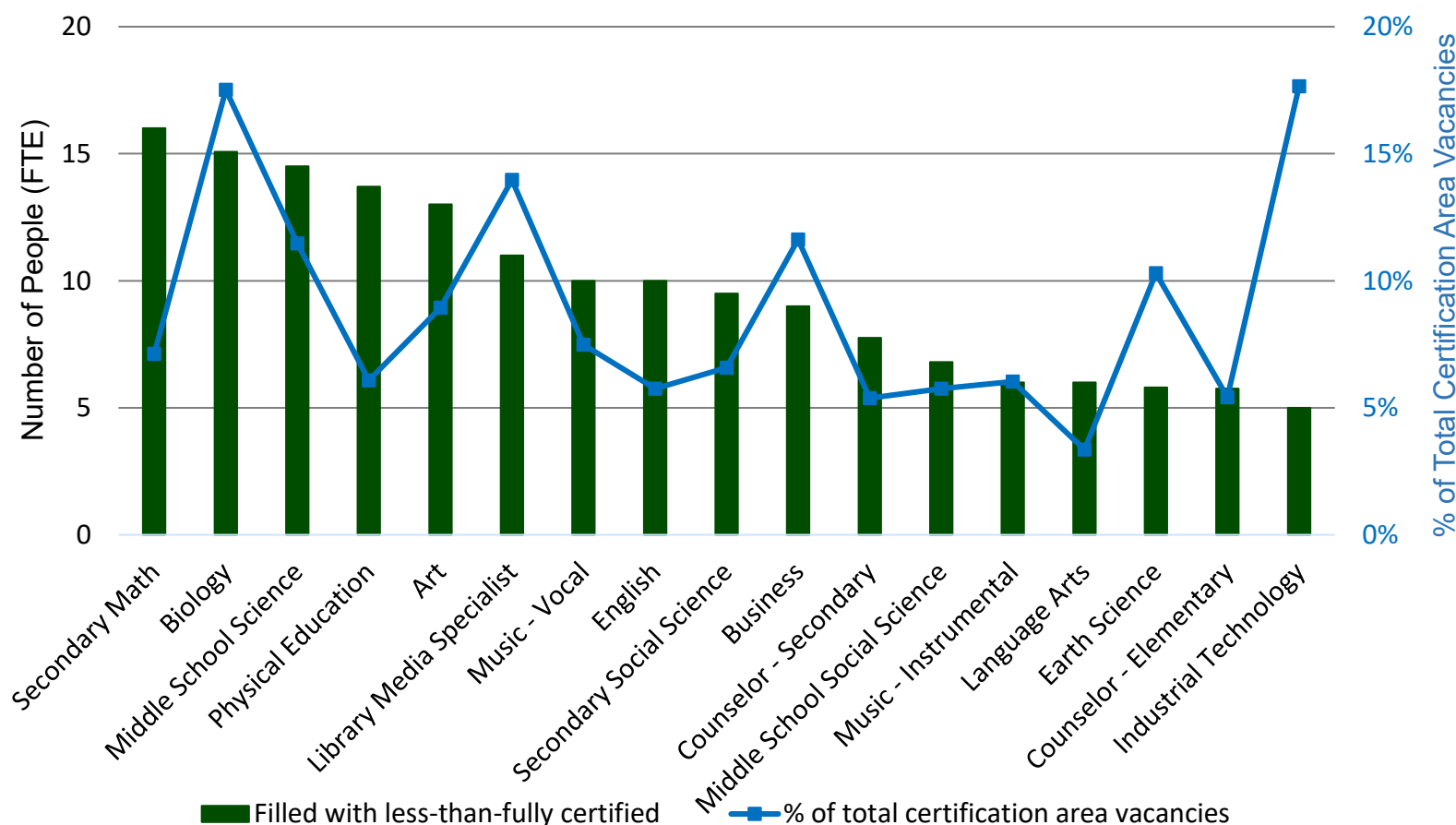
Statewide Total Vacancies

The following graph shows the number of FTE vacancies statewide for the next 17 certification areas with the highest numbers of vacancies in the state in order from greatest to least. The scale on this graph goes to 250, compared to a scale of 1,600 on the graph for Elementary Education, Special Education, and Early Childhood Education.



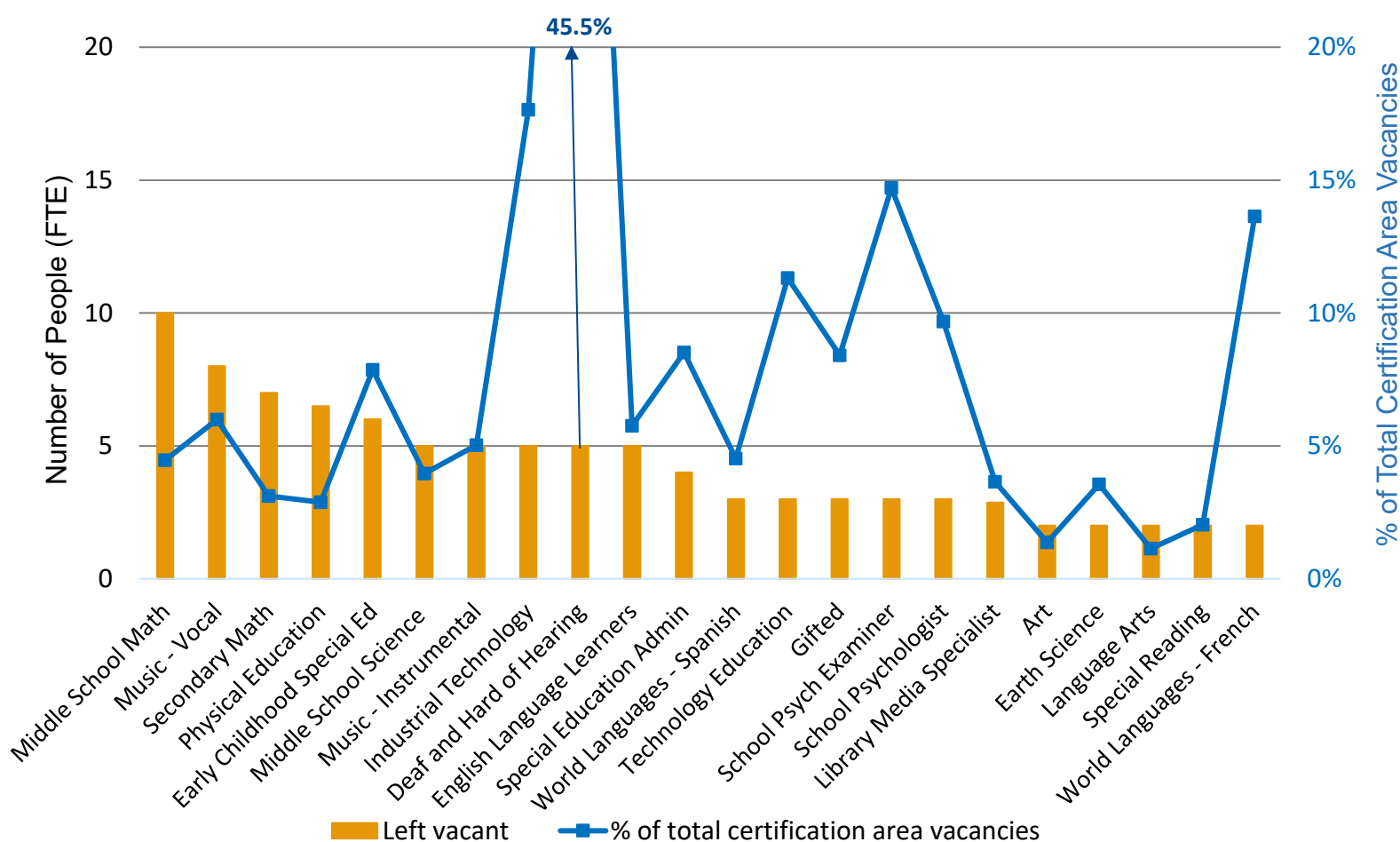
Vacancies Filled with Less-Than-Fully Certified

On the following graph the certification areas are ordered from greatest to least by the number of FTE vacancies filled with less-than-fully certified teachers. The green bars graph represent the number of FTE vacancies filled with less-than-fully certified teachers for each certification area. The blue line represents the percentage of the total vacancies for each certification area that were filled with less-than-fully certified teachers. For example, of the 224.7 total vacancies in Secondary Math, 16 were filled with less-than-fully certified teachers which is 7.1% of the total 224.7 vacancies in that certification area. The scale for the green bars ranges from 0 to 20 and is on the left and the scale for the blue line percentage ranges from 0% to 20% and is on the right. While the range for the number of vacancies filled with less-than-fully certified teachers is smaller than that for Elementary Education, Special Education, and Early Childhood Education, the range for the percentage of the total vacancies is the same. This shows that while the number of vacancies filled with less-than-fully certified teachers is smaller for these certification areas, it represents larger percentages of the total vacancies in each certification area.



Positions Left Vacant

On the following graph the certification areas are ordered from greatest to least by the number of FTE vacancies that were left vacant. The yellow bars represent the number of FTE vacancies that were left vacant for each certification area. The blue line represents the percentage of the total vacancies for each certification area that were left vacant. For example, of the 224.3 total vacancies in Middle School Math, 10 were left vacant which is 4.5% of the total 224.3 vacancies in that certification area. Of the 11 total vacancies in Deaf and Hard of Hearing, 5 were left vacant which is 45.5% of the total 11 vacancies in that certification area. The scale for the yellow bars ranges from 0 to 20 and is on the left and the scale for the blue line percentage ranges from 0% to 20% and is on the right. While the range for the number of vacancies that were left vacant is smaller than that for Elementary Education, Special Education, and Early Childhood Education, the range for the percentage of the total vacancies is the same. This shows that while the number of vacancies left vacant is smaller for these certification areas, it represents larger percentages of the total vacancies in each certification area.



Key Findings

- Statewide, the largest number of FTE vacancies are in the certification areas of Elementary Education, Special Education, and Early Childhood Education
- Many certification areas with lower numbers of FTE vacancies have higher percentages of those vacancies filled with less-than-fully certified teachers or left vacant
- Industrial Technology, Biology, Library Media Specialist, Business, and Middle School Science have the highest percentages of FTE vacancies filled with less-than-fully certified teachers
- Deaf and Hard of Hearing, Industrial Technology, School Psychological Examiner, World Languages – French, and Technology Education have the highest percentages of FTE vacancies that were left vacant